

Expected levels	Exceeding the expected levels
Identify and define the seven characteristics of living things. Identify the basic needs of survival for animals and those for plants.	<b>Realise the differences in movement, achieving nutrition excretion and sensitivity in plants and animals.</b>
Differentiate between evergreen trees and deciduous trees with examples.	<b>Explain why deciduous trees shed leaves in harsh conditions.</b>
Explain why it is important for scientists to know about the different living things. Explain why it is useful to group living things. Explain how living things can be divided into groups based on observable features, habitat etc.	<b>Explain why it is important to make careful and accurate observations when describing features of living things.</b>
Differentiate between vertebrates and invertebrates (mini beasts) with examples. Know that vertebrates can be put into five groups and describe characteristics of each group. List examples. Know that invertebrates can be put into four groups.	<b>Identify animals that share characteristics of other groups. Create a classification key for mini beasts, birds and animals other than birds.</b>
Classify plants into flowering and non-flowering. Identify common features of animals and plants found in the local area. Use simple identification keys to the living things locally.	<b>Create a classification key for different types of plant leaves.</b>
State what a food chain is. Define a predator, prey, consumer and producer. Explain why food chains begin with a green plant. Draw a few simple food chains and identify the predator, prey, consumer and producer. Draw two food chains, each involving a human: one for a vegetarian and another for a meat-eater.	<b>Know that Sun is the source of energy for all living things as it gives light for photosynthesis. Explain why humans fall at the end of a food chain. Know that in large habitat, food chains become linked to form a food web.</b>
Realize that a habitat provides food and shelter. Describe the main habitats of the world. Identify plants and animals that live in particular habitats. Draw a habitat and the organisms living in it. Explain why certain organisms are found in one place and not in another. Describe how living things in a habitat depend on each other. Know the importance of plants to all living things.	<b>Compare and contrast the living things found in any remote habitat (the Shetland Isles and the Channel Isles) with those found near the school.</b>
Make observations of plants and animals. Identify ways in which an animal is suited to its environment. Realize climate changes affect the organisms living in a habitat.	<b>Explain how animals adjust to their habitat to seasonal changes.</b>
Know that the availability of food is an important factor when considering how animals will respond to environmental change. Identify the effects of natural changes and human activities on the organisms in a habitat.	<b>Explain the positive and negative effects of human activities on a habitat. Realize the need for protection and saving endangered species of plants and animals.</b>

## Unit 2 - Animals including humans

Expected levels	Exceeding the expected levels
<p>Recognize digestion as the act of breaking down of food into small particles so that body can absorb to produce energy. Know that different organs are involved in digestion and that the process of digestion begins in the mouth. Realize some food is not digested and the need to throw it out as waste. Realize that food and drink must be broken down into smaller parts of nutrients that can then be absorbed into the blood and transported throughout the body.</p>	
<p>Identify different parts of the human digestive system. ( mouth, esophagus, stomach, small intestine, <b>kidneys</b>, large intestine and rectum). Know that the grinding action of teeth and saliva in the mouth start digestion. Explain that food in the stomach is churned up to mix it with the chemicals produced by the body. Know that nutrients go from small intestine to the blood and the waste is pushed into large intestine. Know that water is absorbed in large intestine. Make a flow chart on ‘Journey of food’. Make a drawing of digestive system.</p>	<p><b>State that muscles move the food through the tubes of the digestive system.</b>  <b>The blood is also filtered by the kidneys to remove waste from blood as urine which goes to the bladder.</b></p>
<p>Understand that humans have milk teeth and permanent teeth. Name and identify different types of teeth e.g. molars, canines and incisors, within their own mouths and on diagrams. Identify that the shape of the teeth are determined by the job they need to do.</p>	<p><b>Compare the teeth of different animals.</b></p>
<p>Compare types of teeth of herbivores and carnivores. Suggest the reasons for differences in teeth.</p>	<p><b>Explain the link between an animal’s diet and the shape and size of its teeth.</b></p>
<p>Explain what tooth decay is. Realise that sugary food and plaque produced by bacteria cause tooth decay. List foods that damage your teeth. Identify foods that keep teeth and gums healthy.</p>	<p><b>Explain that labels on foods and drinks include useful information about the amount of sugar in that product.</b></p>
<p>Plan an investigation for tooth damage.(egg shell enquiry). Put eggshells in different liquids which are part of our diet like cola, milk, water, orange juice, grape juice and vinegar and wait for a week. Make the test fair by using the same amount of liquid, same place etc. Present data and arrive at a conclusion.</p>	<p><b>Explain the results of your enquiry.</b></p>
<p>State what you need to do to look after your teeth. State how to brush your teeth. Know that the doctor who takes care of teeth is called a dentist. Know that visiting a dentist is needed to keep the teeth healthy.</p>	<p><b>Explain how a dentist keeps the teeth healthy.</b></p>